



Knowledge Organiser Booklet

Year 6

Summer 1



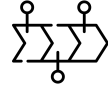




Name		Class	
------	--	-------	--


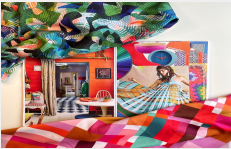






Contents

Page 3	Using Your Knowledge Organiser Guide	Page 9	Physical Education Knowledge Organiser 2
Page 4	Art Knowledge Organiser	Page 10	Religious Education Knowledge Organiser
Page 5	Computing Knowledge Organiser	Page 11	Science Knowledge Organiser
Page 6	Geography Knowledge Organiser	Page 12	Spanish Knowledge Organiser
Page 7	PSHE Education Knowledge Organiser	Page 13	Notes Page
Page 8	Physical Education Knowledge Organiser 1	Page 14	School Values

Use your knowledge organisers to help you remember more.

	Test Yourself!	Only Connect! 	Memory Cards 	Order, Order! 	Phone a Friend! 	Picture it! 
1	Look at and study the definitions of the key vocabulary on your knowledge organiser.	Create a mind map, making connections and links with things that you remember without looking back.	Make your own information cards by writing questions about key vocabulary on one side of the card.	Using a simple line, sort information from your topic into chronological, sequential or hierarchical order.	Ask a friend or family member to have the knowledge organiser or memory cards in their hands.	Read over your knowledge organiser and the key vocabulary, remembering the definition.
2	Cover or hide the information on the knowledge organiser and write down everything that you remember.	Challenge yourself by covering or hiding the knowledge organiser, using what you can recall.	On the other side of the card, write the answer to your questions. You could add pictures to your cards.	Check these with a friend or family member, using data on your knowledge organiser, add more detail.	Get them to test you by asking different questions about the information on your knowledge organiser.	Using the information you remember, draw pictures or diagrams to represent words.
3	Check your notes! Correct your mistakes and add anything that you might have missed out.	Check what you have added to your mind map by using your knowledge organiser to correct any mistakes.	Ask a friend or family member to ask you the questions you created or to ask you new questions.	Challenge yourself by adding information you recall from previous topics which are related.	Write your own sentences using the key vocabulary to replace those on the knowledge organiser.	Showing your diagrams to friends or family, ask them to guess which word you have represented.

This is your Year 6 Art & Design Knowledge Organiser for Summer 1. Brave Colour

Art Themes		Tier 2	Key Vocabulary			
Space	Colour	Innovative	Installation	Immersive Art	Visual Notes	Context
The emptiness or area around, or within objects.	The look that something has in the light. Colours can be primary, secondary or tertiary.	Something that is new and original.	Installation artworks occupy an entire room or space that the spectator has to enter.	Immersive art experiences enable viewers to enter the work of art and become a part within it.	Drawings that use a combination of text and imagery to convey key creative ideas.	The setting or space where the artwork is situated.
We can create art that uses space e.g. sculpture, installation and immersive art.	We can use colours to create an atmosphere e.g. blue can make us feel calm.	We will be innovative in the way we create our art works.	We understand that installation art is a whole experience, rather than a display of separate art works.	Artists can create immersive art using colour, light, form and sometimes sound.	We use visual notes in our sketchbooks for research and to explore our ideas.	We will consider the context of our work e.g. if it is to be within a room or an outside space.
We will look at artists who use space in their work.	We will use different colours to create colourful immersive art.	We will make our own innovative and original art forms using brave colour combinations.	We can work collaboratively to create our own installations within spaces.	In immersive art , we can step inside the art and be transformed by it.	We will use our visual notes to help us plan out our final art works.	It is important to think about the context of our work before we finalise our ideas.
						
How this connects with previous learning			How this connects with future learning			
In Year 2, you explored colours and created expressive paintings.	In Year 3, you created collages using a variety of colours and materials.	In Year 6, you explored Activism and created posters which communicate a message.		In Secondary School, you will continue to explore space and colour in art.	In Secondary School, you will make visual notes in your sketchbooks.	In Secondary School, you will learn about different artists and find inspiration in their work.

This is your Year 6 Computing Knowledge Organiser for Summer 1. 3D Modelling

Tier 2 Vocabulary

Key Vocabulary

manipulate

To handle or control something in a skillful manner.

Software programs make it easy for us to **manipulate** images and text to create anything in our own way.

Sometimes people **manipulate** their parents to get what they want.

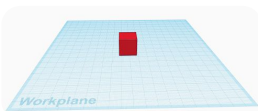
You can **manipulate** 3D objects by resizing or rotating them.

workplane

The area in which a visual task is usually done where objects can be measured.

A modelling feature that defines the location of a plane in 3D space.

You will lift and lower 3D objects relative to the **workplane**.



dimensions

The length, width and depth of a 3D shape.

Dimensions can be used to measure space from one object to another.

You will see the **dimensions** of an object when moving a given shape on the **workplane**.

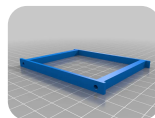


placeholders

The area of a design where you replace the final image or shape.

A **placeholder** can communicate what type of image or shape is intended to be shown in a particular place.

You will be asked to use **placeholders** to create holes in 3D objects.



construct

To build or make something either in the real or digital world.

A collection of different images can be used to **construct** a final object.

You will **construct** your own creations to express a design idea.

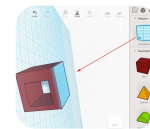


alter

To adapt or change something.

When **altering** your work, you may change one element or many aspects of the design.

You will evaluate your model before **altering** the design and structure.



How this connects with previous learning

In Year 3, you learnt how **placeholders** are used effectively when organising work for an intended purpose.

In Year 4, you learnt how images can be **altered** and edited and how they can be re-saved and reused.

In Year 5, you learnt how to create vector drawings. You used different tools such as shapes, lines and layering to create images.

How this connects with future learning






In Year 6 Maths, you learnt how to draw geometric shapes using given dimensions as well as recognising and **constructing** 3D shapes.

In KS3, you will have the opportunity to design graphics using vector graphic editing software. You will be able to produce an illustration, a logo or some icons using vector graphics.

This is your Year 6 Geography Knowledge Organiser for Summer I. Sharing the World

Tier 2 Vocabulary

Key Vocabulary

Tier 2 Vocabulary		Key Vocabulary				
perspective	compare	colonisation	surplus	deficit	resources	minerals
<p>a way of thinking about and understanding something</p> <p>Everyone has a different perspective on life and how things should be.</p> <p>Working in collaboration requires people to understand more about other people's perspectives.</p> <p>The artist adjusted their perspective after viewing a new painting.</p>	<p>to discover the similarities and differences between things</p> <p>When comparing different information, personal perspectives can affect a person's interpretation.</p> <p>Historians compare the relative strengths and weaknesses of colonial empires and the impact on the world.</p> <p>When comparing the different pairs of trainers he decided the brighter ones where the best.</p>	<p>when one country takes control of another country or region, in order to control the area</p> <p>Areas that have been colonised often have very negative experiences, including wars and the removal of human rights.</p> <p>King Charles III is the head of the Commonwealth- which is a legacy of British colonies.</p>	<p>something extra or left over, or when you have more than you need</p> <p>A warm spring and summer can lead to a surplus when crops are harvested in the autumn.</p> <p>Countries can make money by exporting their surplus resources.</p>	<p>deficiency in amount or quality- when you don't have enough</p> <p>When a country imports more than it exports this is a trade deficit.</p> <p>Spending more money than you receive is a type of deficit that can impact negatively on life.</p>	<p>something that can be used for a purpose</p> <p>Artificial resources are resources that are man-made. They don't occur naturally so we have to keep making them or they'll run out.</p> <p>Natural resources are materials or substances that are produced by the environment.</p>	<p>solid substances that occur naturally</p> <p>Minerals can be a single element- like gold, or from a combination of elements. The Earth is made up of thousands of different minerals.</p> <p>Common minerals include quartz, feldspar, mica, amphibole, olivine, and calcite</p>
						

How this connects with previous learning

In year 2 you learnt about the similarities between Hackney and Alexandria.

In year 4 you explore the relationships between North and South America.

In year 5 you learnt about the basic principles of trade.



How this connects with future learning

In year 6 you will explore the expanse and impact of the British Empire.





In year 7 you will explore how interlinked economies collaborate and compete.

In key stage 3 you will deepen your knowledge of how the economy impacts the services in a country.

This is your Year 6 PSHE Education Knowledge Organiser for Summer 1. Relationships

Tier 2 Vocabulary

Key Vocabulary

purpose	significant	emotions	bereavement	authority	abuse
The reason something is made or done.	Something that is important and deserves attention.	An emotion is a person's inner feeling.	Bereavement occurs when a person loses someone of importance in their life.	The power to give orders or make decisions.	Abuse is when someone hurts or causes emotional stress to someone else.
In Year 4, you learnt about relationships. You looked at the purpose behind using different strategies for coping with loss.	In our lives we all have different important relationships. These are significant people in our lives. These people might be family members, friends or other adults we know and trust, like our teachers.	Emotions and feelings are how our minds feel in reaction to different situations. Feelings and actions can affect our thoughts, actions and behaviour.	After a bereavement, the range of emotions that a person goes through is called 'grief'. A person will go through different emotions and feelings which is normal and part of the grieving process.	Sometimes people try to gain power or control without having the authority to do so.	We all have a right to live a happy, healthy and safe life and if a relationship is affecting that, we might need some help, someone to talk to or advice.
In Year 5, you learnt about the purpose of The United Nations Convention on the Rights of the Child. This sets out how governments should work together to meet children's basic needs.	These people are those that we can turn to for help if we need to. However if a relationship with one of these people ever makes us feel unsafe or unhappy it is important that we talk to another trusted person about it.	Our emotions can affect how we feel about ourselves and how we work together with people around us. What we feel may feel comfortable and some uncomfortable but every emotion is valid and ok.	A person's emotions, feelings and behaviours will depend on their own personal experiences of grief, their relationship with the person they have lost and individual personality.	Somebody trying to gain power and assert their authority might not realise that they are doing it. Sometimes however, this is planned and deliberate. The important thing is that you assert your own authority by making the person aware of what they are doing and how it makes you feel.	If the way someone speaks to us, the way they make us feel or how they make physical contact with us makes us feel uncomfortable, unhappy or unsafe, it is important we speak to a trusted adult and get help.
When you are studying this unit you will look at the purpose of identifying your emotions when coping with bereavement.					

How this connects with previous learning

In Year 4, you started to look at different personal relationships and the feelings that may emerge through experiences of loss.

In Year 5, you explored how friendships change and new relationships form. You learnt how to manage conflict and stand up for yourself.



How this connects with future learning

In Year 7, you will continue to identify what makes you a unique individual. You will think about yourself in terms of your physical characteristics, your personality, attainments, attitudes and values. You will continue to learn about different types of relationships and how you can keep healthy and safe.

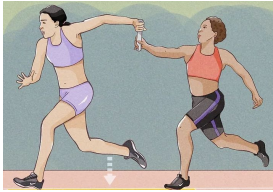
This is your Year 6 Physical Education Knowledge Organiser for Summer 1. Athletics

Key Vocabulary

takeover zone

Area in which the baton must be passed during a relay race.

The size of the **takeover zone** will vary according to the length of the race. Often it is around 20m.



strength

The level to which something is strong or powerful.

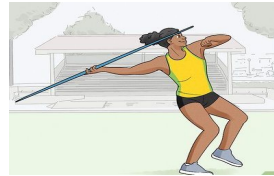
Strength is an important part of athletics as it is used in most events. It is particularly important in field events such as javelin, shot put and discus.



trajectory

The path described by an object moving in air or space under the influence of such forces as gravity.

An example of **trajectory** is the path a javelin takes when it is thrown.



sprint

To run as fast as you can over a short distance.

The **sprint** events are some of the more popular events in athletics. Sprinting requires a lot of power and can be physically exhausting.



shuttle

Shuttle runs are tests that involve continuous running back and forth between cones.

Shuttle runs are high intensity exercises which are designed to help improve speed, agility, endurance and jumping take off.



How this connects with previous learning

In year 4 you learned how to execute the start, middle and end of a 40m sprint.

In year 5 you learned how to sustain speed over 60m.



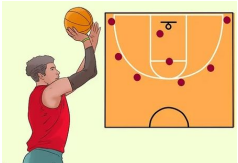


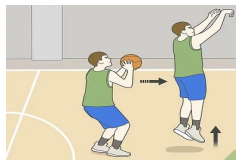

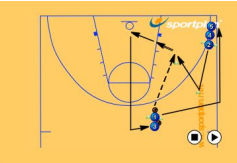
How this connects with future learning

In year 7 you will learn about the 3 phases of a 100m sprint.

In year 7 you will learn to perform an 800m race and understand components of fitness involved in longer distance races.

This is your Year 6 Physical Education Knowledge Organiser for Summer 1. Basketball

Key Vocabulary

tactics	gameplay	blocking	jump shot	L cut	V cut
The strategic plan and actions employed by a team to outmaneuver and outscore the opposition.	The actions, rules and strategies employed during a match, including passing, shooting, defending and positioning on the court.	A defensive technique where a player uses their body position and arm movements to stop the shot or pass of an opposing player.	A shot in basketball made by jumping into the air and releasing the ball with one or both hands at the peak of the jump.	Player 1 starts with the ball and player 2 makes a run before making a L cut towards him before receiving the pass. Player 2 then dribbles to the cone before making a jump shot.	Player 1 has one foot inside the key then they change direction and move towards the ball. Once they receive the ball they then square up towards the basket and go for a shot or drive for a lay up.
The team employed clever tactics to create openings and score crucial points during the match.	The fast-paced gameplay of basketball requires quick decision-making, precise passing and accurate shooting.	The defender executed a perfect block , preventing the opponent from taking a clear shot.	Players perform jump shots in order to get closer to the basketball hoop for more accuracy.	The players used an L cut to outwit the opponents.	The players used an V cut then lay up to shoot and score.
					

How this connects with previous learning

In year 4 you learnt how to demonstrate and implement some basic rules.

In year 5 you learnt how to increase power and strength of passes.



How this connects with future learning

In year 7 you will learn how to explain what type of passes to use and when.

In year 7 you will learn how to develop complex tactical play.

In year 7 you will learn how to play different positions and how each position can influence a game.

This is your Year 6 Religious Education Knowledge Organiser for Summer I. Commitment in Religious Beliefs

Tier 2 Vocabulary

Key Vocabulary

conclusion

morals

ahimsa

Ummah

Qurbani

sewa

The end result of something.

Ideas or behaviours that relate to what is right and what is wrong.

Ahimsa is the principle of non-violence or harmlessness and can be found in several religions such as Hinduism, Buddhism and Jainism.

In Islam, **ummah** refers to the whole Muslim world or the community of believers.

In Islam, **qurbani** refers to sacrificing something, particularly animals, for the love of Allah.

For Sikhs, **sewa** is a way of life and is part of their daily routine. **sewa** means 'selfless service'.

In Year 5 you learnt about the rules of living in different religions and drew **conclusions** about the ways in which they might help believers make decisions.

In all cultures there are beliefs, rituals, rules, stories and symbols which are adopted by the different communities.

In Hinduism, it is believed that all living things are sacred because they are part of God. This means they should be respected and not harmed.

Ummah supports the worldwide community of Muslims by encouraging them to take care of one another and to live the best life they can and not engage in wrongdoing.

The sacrifice of a special animal (usually a goat or sheep) during Eid-ul Adha, is called **qurbani**.

sewa involves acting selflessly and helping others in a variety of ways without expecting anything in return such as a reward or personal gain.

In Year 6 you will continue to learn about and from different world religions and draw your own **conclusions** about what is important to you.

For many people their religion sets out how to live their life and provides guidelines about what is right and wrong.

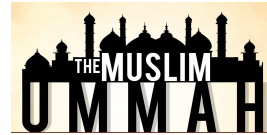
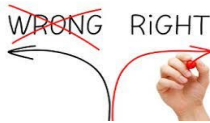
Ahimsa also symbolises love, care and compassion. Hindu's might give charity to others or help those in need.

As a result of **ummah**, followers of Islam are able to connect and share religious experiences regardless of where they were born.

Everyone is involved in giving Zakah and practicing **qurbani** - the richer help the poorer and everyone remembers God.

Acts of **sewa** may be long, short, big, small, loud or quiet, but must always be selfless.

You will be asked to sum up and **conclude** your thinking around your learning throughout the topics you study at school



How this connects with previous learning

In Year 3 you learnt about religious traditions and artefacts used in worship. You learnt that special artefacts can be used as daily reminders of a person's faith.

Previously in Year 6 you learnt about the Five Pillars of Islam and the duties that Muslims try to carry out to help them to live a good and responsible life.



How this connects with future learning

In Year 7 you will continue to build upon your knowledge of the various religious and non-religious traditions by learning in different ways. You will continue to build an awareness of your own views and develop your own opinions and arguments about different religions and worldviews.

This is your Year 6 Science Knowledge Organiser for Summer 1. Evolution and Inheritance

Scientific Enquiry

researching



We will **research** using **secondary sources** to find out how the population of peppered moths changed during the industrial revolution. We will compare the ideas of Charles Darwin and Alfred Wallace on **evolution**. We will revisit the work of Mary Anning and explain how this provided evidence of **evolution**.

pattern seeking

Pattern seeking means looking for links between variables. We will identify features in animals and plants that are passed onto offspring and explore this process by considering the artificial breeding of animals or plants. We will use models to demonstrate **evolution** patterns.



Working Scientifically

Asking scientific questions

Planning an enquiry

Observing closely

Taking measurements

Gathering and recording results

Presenting results

Interpreting results

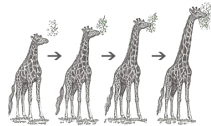
Drawing conclusions

Predicting

Evaluating an enquiry

adaptation

Plants and animals have characteristics that make them suited (**adapted**) to their environment. Scientists such as Charles Darwin and Alfred Wallace observed how living things **adapt** to different environments to become distinct varieties with their own characteristics.



inheritance

When living things reproduce they pass on characteristics to their offspring. This is known as **inheritance**.

There are some key characteristics that we **inherit** from our birth parents. These include your eye colour, skin colour, shape of your ears and whether you can roll your tongue or not.



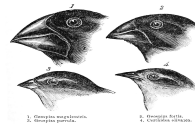
Characteristics that living things develop during their lifetime, like hair style, are acquired.

variation

All living things produce offspring of the same kind but they are rarely identical to their parents. These are **variations** which make them different to their parents. If the environment changes rapidly, some **variations** of a **species** may not suit the new environment and they will die. If the environment changes slowly, animals and plants with **variations** that are best suited survive in greater numbers to reproduce and pass their characteristics on to their young.

evolution

Over time, **inherited** characteristics become more dominant within the population. Over a very long period of time, these characteristics may be so different to how they were originally that a new **species** is created. This is the theory of **evolution**. Fossils give us evidence of what lived on the Earth millions of year ago and provide evidence to support the theory of **evolution**.



species

A **species** is a group of similar organisms that are able to reproduce offspring which will be able to reproduce when adult. For example, humans are one **species** and dogs are another **species**.



Things you learnt in previous topics

In Year 2, you identified that most living things live in habitats to which they are suited and described how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. You noticed that animals, including humans, have offspring which grow into adults. In Year 3, you described in simple terms how fossils are formed when things that have lived are trapped within rock. In Year 4, you recognised that environments can change and this can pose dangers to living things. In Year 5, you described the life process of reproduction in some plants and animals.



How this connects with future learning

In KS3, you will learn: heredity is the process by which genetic information is transmitted from one generation to the next; a simple model of chromosomes, genes and DNA in heredity; the **variation** between **species** and between individuals of the same **species** means some organisms compete more successfully, which can drive natural selection; changes in the environment may leave individuals within a **species** (and some entire **species**) less well **adapted**, which in turn may lead to extinction.

Voy **al** / Voy **a la**...
I go to...

	playa
	montaña
	ciudad
	pueblo
	campo
	mar
	rio
	lago

This is your Year 6 Spanish Knowledge Organiser for Summer 1.

Mis vacaciones

Voy **con**...
I go with...

familia	amigo/a	solo/a

Voy **en**...
I go in..

invierno	primavera	verano	otoño

¿Dónde quieres ir?

Quiero ir **al** **a la** ...

Ir **a** = to go to

Me gusta
No me gusta + ir + **al** + ...
Me encanta + ir + **a la** + ...
Odio

Pero = but

Me encanta (star)
Me gusta (star)
No me gusta (star)
Odio (thumbs down)

¿Dónde vas? Voy a la ciudad.	Where do you go? I go to the city.
¿Cómo vas? Voy en autobús.	How do you go? I go by bus.
Me encanta ir al pueblo con mi familia.	I love to go to the village with my family.
En invierno voy a la montaña en coche.	In Winter I go to the mountain by car.
Me gusta ir a la playa en verano pero no me gusta ir en invierno.	I like to go to the beach in Summer but I don't like to go in Winter.

Voy **en**
I go by...

	coche
	autobús/ guagua
	metro
	tren
	avión
	barco
	caminando *andando*

To help you remember and recall key information, you can make your own notes here.



At New Wave Federation, we demonstrate...



new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility